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A PROPER USE OF TRANSLATIONS: EXCERPTS FOR SIGHT READING OF LATIN

We who began to study the Classics thirty-five years ago were quite certain of three things, if of nothing else: first, that Greek and Latin writers never made a mistake in grammar; secondly, that in our Latin reading we should imitate Cicero alone and never jeopardize our style and taste by reading postclassical authors until such time as our Ciceronianism should be so perfected as to be safe against contamination; thirdly, that the use of translations as 'trots' was 'wicked'. The world has moved much since then and we a little. To be sure, editors of classical texts still conspire to deny the ancients all indulgence in solecisms. Only a few slips here and there, such as, perhaps, Catullus's unfulfilled wish expressed without an *utinam* (2.9), have defied deletion by the purists and so remain to justify the impression that ancient authors might be human beings like the rest of us and not mere masters of grammar. Cicero, however, has fallen or at least has been tottering from his dictatorship. Writers once deemed quite ineligible to the society of that traditional triad, Caesar, Cicero, and Vergil, now contribute stories or other extracts to the instruction of our class-rooms. More revolutionary still is the wide employment of manufactured Latin. Of course, this had its modest beginnings long ago in France and Germany, as well as in our own country, especially in the form of simplified compilations from the ancient texts. But nowadays, with no shame at all, Priscilla says to Iohannes, the envoy extraordinary of Miles Standish, *Nonne pro te dicturus es?* And the wolf addresses little Cucullus Ruber (oh, these genders!) in the finest of wolverine Latinity.

As for 'trots', pupils still resort to them because they abbreviate the pains of preparation inevitable to the daily lesson, sometimes disclose the source of their teacher's best translations, and in general impart a certain bitter-sweet pleasure that the sons and daughters of Eve continue to find in undetected naughtiness. The popularity, however, of 'Bohns' and 'interlinears' is exposed to a steadily increasing impairment. Tests in sight translations and the cruelties of comprehensive examinations put a premium upon a student's independent study. The teacher has, indeed, a throttling hold upon this evil, if he really cares to grip it to the death.

Much pondering recently of these various *mutata* and *mutanda* in pedagogy prompts me to enter here first of all a plea for a wider use of translations in spite of their traditional relegation to the Index Expur-

gatorius of the teacher. Some consciousness of facility in reading Latin must be present in the pupil's mind very early, if his study of it is not to prove as irksome as any merely mechanical and meaningless job is. Many short cuts devised under the pressure of the psychologist's doctrine of interest have rather injured than helped the cause of the Classics. There is, of course, no royal road to learning, and the road to a mastery of Greek or Latin is surely paved with stumbling blocks of the most tripping sort. Intensive study of forms and syntax is necessary, if one would lay the foundation for anything that is worth the building. But may we not properly encourage at least our College students to supplement the specific work on the daily lesson by authorized and directed reading in parts of the author that are not to be dissected in the class-room with some excellent translation at hand that will spare them most of the somewhat mechanical labor of thumbing a dictionary? During my own student days, if I may be personal, I read in that way thousands of pages of Greek and Latin, and, without blinking the possible evils of the method, I still see in it a great gain for anybody who tries it thoroughly and conscientiously. A richer vocabulary, a sense of style, a surer recognition of forms and syntax can be expected to result from indulgence in such 'wickedness'. As the beginner approximates the facility in translating that is attained relatively early in the study of a modern language, the feeling that he is steadily gaining power is a satisfaction and an inspiration.

With our first suggestion may we now link another that seems more important? Scattered through the Latin authors from ancient times to the Renaissance are interesting narratives that can be excerpted for use in the class-room for rapid reading at sight, but commonly we find them too difficult for our Freshman courses. On the other hand, we have among us an increasing number of Romans supplying the Schools with elementary books which contain the simple stories that Caesar and Cicero ought to have written in anticipation of our pedagogical needs, but, alas! failed to write. For the most part these fictions diverge no more seriously from the Ciceronian norm than, let us say, O. Henry's English from that of Stevenson, and contain no more solecisms than much that passes with our contemporaries as readable literature. Why, then, should we not extend the usefulness of this modern Latin and use it also in exercises in translation at sight? By no means the least lively, encouraging, and instructive ten minutes of the hour would be those in which

a class, let us say, in Livy, read some account in easier Latin of the Colonial, Civil, or European wars of our country. Modernity appeals to youth. The familiar facts in their strange dress fascinate him and their very familiarity removes some of the difficulties of the vocabulary.

The use to which I have already put such stories and bits of history both of ancient and contemporary authorship makes me wish that we had them in greater number and variety. It is to be hoped that some enterprising publisher will see his chance for profit in putting them forth in leaflet form. But in the meantime we are by no means helpless. A mimeographic outfit will provide new sheets with little labor—I have long used familiar transcripts to illustrate graduate lecture courses—and so in a few years a department can be adequately equipped for the purposes of the daily lesson and of sight tests, to which, of course, they would be admirably adapted. An exchange of such material would be possible for neighboring institutions.

WALTON BROOKS MCDANIEL.

SOME PROOFS OF THE VALUE OF LATIN FOR MASTERING A PRACTICAL ENGLISH VOCABULARY¹

To-day with ever increasing volume comes the cry for the practical in education. War, with its attendant hardships and demands upon the people, has had a tendency to eliminate the non-essential in all walks of life and to foster the essential or the practical. Consequently we have seen recently certain industrial plants closed because their output was not essential to the prosecution of the War. Similarly in many of our Schools we have seen pupils flocking into the French classes in preference to the Latin because they considered the former more practical than the latter. While this may have been true in the case of those who had prospects of going to France and whose formal education would have been curtailed under such circumstances, we are not willing to admit that it was or is true for the mass of students. We are convinced that Latin is a practical subject in time of war or of peace. With this conviction, then, as the foundation, the aim of this paper is to show that Latin is an essential part of a practical English vocabulary and that the study of Latin aids pupils to secure such a vocabulary. In addition to some personal observations, several experiments with High School pupils have been tried and the results have been recorded. These will be explained in detail in connection with the tests.

Let us first get before us the meaning of our proposition. By a practical vocabulary we mean one composed of words in common use. As the number of such words in the English language has been estimated to be about 18,000, any one who wishes to experiment

moderately is immediately confronted by the problem of selecting representative lists of words. In securing the material for my tests, different devices for selecting words were used. These will be explained later.

In addition to containing words in common use, a vocabulary, to be most practical, must be economical and forceful. It must express ideas exactly and in as few words as possible. In this busy world it is quite essential to be able to express one's thoughts clearly and in concise form. We shall aim to show that no other element in our language is so well adapted to fulfil these requirements as the Latin.

Accepting as axioms, then, the above statements, that a practical vocabulary must be composed of words in common use and that it must be economical and forceful, we must next show that Latin is indispensable to and inseparable from a practical vocabulary. It is a well-established fact that at least 65 per cent. of the words in the English language are of Latin derivation. Investigation shows that in a passage of ordinary English 69 to 70 per cent. of the words are of Latin derivation. It is quite probable that this number has been increased recently as a result of the War and our need for new words. Almost all new scientific and war terms are of Latin derivation, while many other such words have sprung into common use as a result of the War. A few examples of these two classes are *trajectory*, *superlachrymator*, *submarine*, *maritime*, *aggression*, *armistice*, *percussion*, and *transport*. Some of those who object to the study of Latin even go so far as to express regret that it was ever introduced into the English language, and profess to believe that our language would be as good as it is if it had remained pure Anglo-Saxon. A representative of this class is Dr. Charles Zueblin, of Boston. After stating in emphatic terms, before a Teachers' Institute, his entire disdain for his "antiquated classical training", Dr. Zueblin apologized profusely for his use of words of Latin derivation by saying that he had been unable to outgrow the above mentioned antiquated training in the Classics. It was interesting for me to observe his flow of language and free use of Latin derivative words. Subsequently I collected some statistics from his address, and noted that in the space of ten minutes he used at least 125 words of Latin derivation. I also wondered just how his address would have sounded had it contained only Anglo-Saxon words. Thereupon the idea came to me to make some comparisons by rewriting some dignified article, eliminating all Latin roots. In working out this translation, as it were, I was confronted by the difficulties that beset the Chinese minister, who, in coping with the English language, tried to gain simplicity by expressing himself in monosyllables. Intent upon the task of revising the Benediction he looked in his small dictionary for synonyms of the word 'preserve' with the result that he found 'can'. As a careful student, he then looked up 'can' to find that its sole synonym was 'preserve'. Consequently he pronounced the Benediction as

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Having shown that Latin is thoroughly ingrained into the English language and is an essential element of a practical vocabulary, it remains for us to prove that the study of Latin aids one in mastering such a vocabulary. Among classical teachers the arguments of our opponents are well known—that the results obtained from the study of Latin are not commensurate with the time spent on it, that it would be more economical to study the English dictionary, etc. We shall attempt to refute these arguments by some tests applied to pupils who have had varying amounts of Latin and to those who have had none. In all the different tests 250 papers containing about 12,000 definitions were examined.

The first test was based on a list of words which was printed last year in a couple of our well known papers—The Literary Digest and The Ladies' Home Journal. The words were designed for a vocabulary test. The test was based on the idea that anyone who is able to give one correct meaning for 75 of the 100 words was of superior intelligence. Professor Terman of Stanford University was the originator of this idea. His plan was explained as follows. He selected this list of words by choosing the last word of every sixth column in a dictionary of 18,000 words supposed to be in common use. It was thought that in this way a fairly trustworthy indication of a person's whole vocabulary might be obtained, the test being based on the same idea as that of predicting the results of an election when only the first few hundred votes have been counted; practically the same proportion is pretty sure to hold to the end. It is said that actual trials of this test have shown results within 10 per cent. of those obtained by well-known scientific methods. The average adult should define 65 per cent. of the words, the superior adult 75. As the number of Latin and Greek words appeared to be numerous, I counted them and found that there were 62. Accordingly, it occurred to me that this list would furnish

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These results seem to show that the general intelligence of the pupils increased in direct proportion to the amount of Latin studied. From the above table we see that those who had taken Latin throughout the course did 40% better work than those who had had no Latin².

Again I computed averages for the 62 words of Latin (and Greek) origin separately. I found the averages to be somewhat lower, but proportionately so, thus,

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elective. The result follows (in the table P stands for Punxsutawney and C for Connellsville):

		No Latin		Latin I		Latin II	
		No.	%	No.	%	No.	%
Freshmen	P	26	40				
Sophomores	P			26	60		
	C	26	32	26	58		
Juniors		13	41	12	64	14	82
	C						

These figures show a steady increase in the grades of those studying Latin proportionate to the amount of Latin studied. Those who had had Latin I did 56% better work than those who had had no Latin and those with Latin I and II did 34% better than those with Latin I. Comparing the three groups of *Juniors only* in Connellsville High School, we find that those with Latin I did 56% better than those with no Latin, while those with Latin I and II did 28% better than the second group, and 100% better than the first group.

In order to test further the above results and to eliminate the possibility of error due to comparing pupils of unequal native ability, the same list of words was submitted to a class of Juniors in the Monongahela High School; in this School three years of Latin are required from all pupils. In this group, then, we have the poor pupils as well as the better ones. Here twenty-four pupils averaged 75%—a grade 7% below the average grade of the Juniors in Connellsville who had had the same amount of Latin, and 34% above the average of those with no Latin.

A third experiment was of a different nature. For a period of three weeks, I had a class of Freshmen record the new words which they found in their School work. After classifying the lists, I found that there were 137 different words, 90 of which were of Latin origin, while most of the others were Greek. As my plan was to have some upper classmen define these words, and as the time was limited, I had an impartial judge select 50 of these which she considered most practical. *Seniors* from another High School (Connellsville) were asked to define these words, indicating how much Latin they had had. There were four groups composed of practically equal numbers. The results were as follows: those with no Latin averaged 45%; those with Latin I, 50%; those with Latin I and II, 65%; and those with Latin I, II, and III, 75%. As in the preceding test, we see that there was a steady increase in percentage in proportion to the number of years of Latin studied. We observe also that pupils with no Latin ranked 30% below those with three years of Latin; in other terms, the latter did 67% better work than the former.

Again I experimented with the six words for which Mr. Albert Perkins, a few years ago, received very amusing answers from non-Latin pupils. Perhaps you will recall some of these:

Militant—a woman who destroys everything within her reach, hence a suffragette.

Potent—something which hangs overhead.

Intervention—the invention of something invented before.

Resonant—to be firmly fixed in a certain resolution.

Concussion—an accident, leaves some people with a disease of the brain.

Pendant—a Harvard-Yale game.

I might add to this list one of the amusing definitions which appeared on one of my non-Latin papers: 'maritime—wants to marry'. In my Cicero class, the definitions all showed the influence of Latin. All connected *pendant* with a hanging object, and *militant* with *soldiers*. Even the boys were willing to admit that the qualities of a militant are not confined to the suffragettes. All connected *concussion* with *cum* or *con*, and the other words with their Latin roots.

This completes my tests. By way of summary, let us observe that in all the tests the Latin pupils showed themselves quite superior to the non-Latin pupils. By adding all the individual grades in all the tests and dividing by the number of pupils examined, I found the following averages. Those who had had no Latin averaged 39%; those with one year 58%; those with two years, 70%; and those with three years, 72%. If these statistics should hold good in other Schools, as we believe they would, we can certainly feel justified in teaching Latin for the sake of improving the English vocabularies of our pupils.

MONONGAHELA HIGH SCHOOL, PA.

A. ALTA FRETTS.

HIGH SCHOOL ENGLISH¹

Next to the Chinese there are probably no people in the world so deficient in their knowledge of language as Americans. You will notice that I use the word 'language', not languages—singular, not plural, for, after all, why not look at speech as one thing, and alien tongues as merely an extension of one's vocabulary? When I say that Americans are woefully ignorant of language, I do not mean alone the speech of France and Italy and Spain, of Greece and Rome, but their own mother tongue, when they meet with words one story above the street. True, there are and always have been Americans at ease in the presence of words, men who can listen and persuade, not only in the speech of Harold, but in that of William the son of Arletta. But the average American, huckster, farmer, clerk, superintendent, merchant, manufacturer, banker, is shamefully lacking in a knowledge of the meaning of words. When he reads a book or an editorial, he skips a good many words, because he does not know exactly what they mean. An immense number of the people of this country never went beyond the eighth grade in School, never looked at a word of a foreign language with any idea of mastering its meaning, and do not know at all what is meant by such English words as 'chronic', 'phenomena', 'technical', 'iridescent', 'diaphanous', and thousands of other concise, exact, lumi-

¹This paper was read at the Thirteenth Annual Meeting of The Classical Association of the Atlantic States, at Haverford College, April 5, 1919.

nous, beautiful condensations of ideas. They can speak understandingly of houses and hogs and money, but, when the conversation turns to the establishment of justice, the promotion of domestic tranquility, and the welfare of posterity, there are millions of native-born Americans who do not feel quite sure what some of the words—e.g. 'posterity'—means.

Ah, yes, but there is the High School, the beacon of enlightenment, blazing unquenchably in every city, town, and village! Those who finish a High School course have had twelve years of School instruction in the English language; and some of them have not wasted their time on the speech of dead men, or foolishly dived among such sordid things as the roots of language, but have devoted their daily time to the modern English of Spencer and Huxley and Eliot and Flexner. And yet, when they leave the High School, how much English do they know?

Definitions by the 'Classical' boy (age 15)

Arctic: Pertaining to the North Polar region of the earth, inhabited by the polar bear.
 Dynamo: Engine for producing electricity.
 Pomp: Ceremony or display.
 Semaphore: Method of signaling.
 Genealogical: Pertaining to the history of one's family.
 Heliotrope: A blue flower.
 Chronic: Permanent.
 Phosphorescent: Shining; from Greek 'bear' and 'light'.
 Stamina: Persistence in sticking to the right.
 Cynical: Skeptical; from Greek 'dog'.
 Dynasty: A family of rulers or kings.
 Xylophone: A musical instrument composed of several plates struck by a hammer.
 Diaphanous: Transparent.
 Cryptographic: Written in code.
 Hieroglyphic: Ancient picture writing. Writing about the Church.
 Eugenics: The science of births (well-born).
 Iridescent: Vivid; shining with many colors.
 Narcotic: A medicine used to quiet the nerves.
 Sycophant: (no definition).
 Genesis: Beginning.
 Eulogize: To praise (after death); from Gr. 'to speak well'.
 Symposium: 1. A feast, banquet; 2. A conference.
 Technical: Scientific.
 Doxology: A religious hymn.
 Episcopalian: Church presided over by a bishop.
 Presbyterian: Church presided over by elders.
 Polynesia: Name of a country (Gr. 'many islands').
 Mesopotamia: Country in Asia Minor (Gr. 'between rivers').
 Phenomena: Something unusual, strange; usually relating to an occurrence.
 Hierarchy: The rule of the church (Gr. 'religion' and 'rule').
 Enigma: A puzzle.
 Diabolical: Devilish, hellish.
 Sarcophagus: Tomb, coffin.
 Parable: A story with a moral.

A class of 81 boys and girls, whose average age was 18, about to finish their work in a splendid High School, were asked to define the word 'proselyte'. They wrote their definitions. Three of them agreed that it meant a disciple or follower, one said a proselyte was "a person addicted to prose", and seventy-seven had no views whatever as to the meaning of the word. I must not forget to mention that none of these young people had wasted any time on Latin or Greek.

Before me there lie answers to two test papers, fairly typical of thousands of others; and because they are typical I am going to copy them verbatim. One of them was written by a boy of 15, who had had three years of Latin and one year of Greek. The other is the production of a boy about to be graduated from a 'Modern School' where the medium of verbal exchange is English and nothing else. Each boy had 40 minutes in which to define in writing the words submitted to him. Sweet are the uses of the parallel!

Definitions by the 'English only' boy (age 18)

Arctic: Cold, frigid; a boot or storm shoe.
 Dynamo: A high explosive.
 Pomp: A dancing slipper.
 Semaphore: A signal worked mechanically.
 Genealogical: Gentle, kind.
 Heliotrope: A light shade of lavender.
 Chronic: A record.
 Phosphorescent: Gaseous, bubbling.
 Stamina: An excuse.
 Cynical: Circular.
 Dynasty: Family of the ruler of a country.
 Xylophone: (no definition).
 Diaphanous: Strong-headed.
 Cryptographic: (no definition).
 Hieroglyphic: A hereditary gift.
 Eugenics: A study of etiquette.
 Iridescent: (no definition).
 Narcotic: A poisonous substance in alcohol.
 Sycophant: One-eyed.
 Genesis: The beginning.
 Eulogize: To speak well of some one.
 Symposium: Sympathy in verse.
 Technical: Relating to high art or workmanship.
 Doxology: (no definition).
 Episcopalian: One who practices the Episcopal religion.
 Presbyterian: One who practices the Presbyterian religion.
 Polynesia: An island in the Indian Ocean near Java.
 Mesopotamia: A section of land in Asia Minor.
 Phenomena: Reasons for not doing what should have been done.
 Hierarchy: Hereditary rule.
 Enigma: (no definition).
 Diabolical: (no definition).
 Sarcophagus: Sarcastic.
 Parable: Capable of being peeled.

Neither set of answers is perfect. The 'English' only boy is chiefly remarkable for the daring he shows in guessing at the meaning of words he does not know. Perhaps his paper is a shade below the average. Some thousands of trials, in the fourth year High School classes in different parts of the United States, seem to establish pretty well that pupils who have not studied Latin, and who are about to call their School days done, have an approximate notion of the meaning of one quarter of the words in the above list—not more than that. Those who have studied Latin show at least 100% greater power of understanding, and those who have studied Greek a still greater degree of comprehension.

Now let us carry the inquiry one stage further. The same words have been submitted to the graduating classes in teachers' Training Schools. In most of these State institutions the requirement is a High School diploma, followed by two years in the Normal or Training School. This means 14 years study of English in an American School.

There is no word used more often in scientific literature and class-room talk than the word 'phenomena'. Yet it has been found by experiment that a considerable percentage of the student teachers of America, if given the word 'phenomena' on paper or the black-board, and asked to define it, will think of it as a disease of the lungs. I have tabulated the answers of a class of fifty young teachers-about-to-be-launched, who have had their training in Normal School in one of the most enlightened and progressive States in the Union. No one can claim, therefore, that poor definitions have been selected and good ones suppressed. The only selection has been to take pupils who knew no Latin. Now suppose you are addressing a convention of young teachers, and you speak of the 'phenomena of technical investigations', or the 'phenomena of phosphorescence'. To the person who has studied even a little Latin and Greek there flashes at once onto the screen of the mind a series of luminous ideographs that throw a clear light on your subject. But let us see what happens to the non-classical mind about to come forth from the fourteen year School chrysalis, unspoiled by any contamination of the languages of Greece and Rome, to teach your children and mine.

Here are the definitions given by fifty student teachers of one class of 1919:

PHENOMENA—Something out of the ordinary; Something that cannot be accounted for; Method; A disease; What some 'flu' ends in; Disease of lungs; An unusual happening; Unusual event; Strange, unusual; Remarkable events; A process of changing; Plural of phenomena, peculiar quality; Stage which life passes through; Uncertain meaning; Certain stages that different things pass through; Mystery; A law of nature; Natural laws; Something like a cold. It is serious when both lungs is effected; A natural existing condition; Workings; Properties of things; When clocks keep time; Most unusual; Routine, succession of things, as phenomena of life; Unnatural; Unnatural condition.—12 gave no definition at all.

TECHNICAL—Pertaining to the finer points of a thing; Definite statement of a law in science; Right; Mechanical; The rudiments, the form; Like a book; Certain Troubles; Precise; One who is very technical; Certain terms used in different subjects; Main parts; Belonging to certain trades; Practical; Pertaining to the construction of anything; Much involved; Rules underlying a subject; According to a set rule; Pertaining to the actual working of a thing; Dealing with construction and analysis; A foundation way; The way in which things are done; Hard, dry; Lovely; Terms used by students; Science of whatever it applies to; Having technique. —18 gave no definition.

PHOSPHORESCENT—A element referring to plant food; Light; Brilliant; Illuminating; Pertaining to phosphorus; Gas; Poisonous gas; Rays of light; Result in chemistry, expressive of foaming; Pertaining to chemistry; Glowing, a light; A peculiar light; Bubbling; Illuminous; Giving off light; Pertains to glowing objects; There is a ban on it; Ice-cream soda; Bright light.—21 gave no answer.

I have charted the answers of this class and others on many of the other words, but these are absolutely typical and fairly representative of the answers that any one can get from High School graduates who have studied no foundation language.

One of the pleasant things about living in Washington is that if you want to find all that has been written on a particular subject you can go to the general reading room of the Library of Congress and come pretty near getting what you want. I have read everything written in the last sixty years in the way of objections to the study of Latin and Greek. Spencer and Huxley began their crusade, not with the idea of destroying these studies, but merely to call attention to another interesting and useful subject, at that time little taught, which we now call General Science. But these men believed that a sound acquaintance with English is a good thing. Huxley, in his address at the opening of The Johns Hopkins University 41 years ago, said this:

Now I have a very clear conviction as to what elementary education ought to be; what it really may be when properly organized; and what I think it will be, before many years have passed over our heads, in England and America. Such education should enable an average boy of fifteen or sixteen to read and write his own language with ease and accuracy, and with a sense of literary excellence derived from the study of our classic writers; to have a general acquaintance with the history of his own country and with the great laws of social existence; to have acquired the rudiments of the physical and psychological sciences.

Spencer wanted children to know the English language; and in his listing of What Knowledge is Worth While he included that which enables one to perform his social and political duties, and that which adds to his enjoyment of his earthly life. I have found no one except the fanatic Flexner who sneers at the facile use of English. He says "Pooh, pooh! mere verbalism". Besides, he says, pupils will learn English anyway. He says the long nomenclature of science can be learned over-night with a clever tutor. He says he has seen it done. He says there are no arguments in favor of teaching the vocabulary of Greece and

Rome, the bridge that spans the gulf of time—except that "it has always been taught and that it trains the mind". Having spent many years in court-rooms, I have noticed that the most common artifice of the disingenuous is a masterly misstatement of the other man's case. Listen to what Dr. Flexner says:

Latin is taught—we are told—so as to train the mind. Very well; let us find out in the first place, how well it is taught. A certain state superintendent of education has recently asked every fourth-year high-school Latin pupil in his state to tell in writing the meaning of a simple piece of Latin prose. On the basis of the performance he makes a preliminary estimate of the efficiency of Latin teaching in his state as between 10 and 15 per cent. . . . If Latin is taught to train the mind, how successfully must it be taught in order to train the mind?

Now, if Dr. Flexner will sit still long enough to listen, I will tell him what I think about that. It ought to be taught successfully enough so that those who have studied it will know the meaning of a simple piece of English prose, containing such words as 'establish justice', 'insure domestic tranquility', 'liberty to ourselves and our posterity', or 'dedicated to the proposition that all men are created equal'. It happens that Jefferson and Franklin and Madison and Hamilton, and the other verbalists who founded the representative system of government that Lincoln helped to preserve used ninety per cent. Latin words to express what they had to say about these fundamental principles of that system. Perhaps the greatest menace to the perpetuity of American institutions to-day is the lack of understanding of those institutions. There is more of sane government in one oration of Cicero than in all the bosh of all the bolshevists. 'We might expand on that, but you get the idea. One does not need to master Latin to get the good of Latin, and this is even more true of Greek. Latin and Greek are the salt and pepper on the potatoes. Boys who understand the meaning and the pedigrees and the soul of English words do not grow up into men who plant bombs on doorsteps. Neither do they jeer at the short, direct, easy way by which one masters the family histories and traditions of our three-ply language. Never was it so important as now that our children should understand the words that tell of more than meat and raiment. Verbalisms they are. Plato was a verbalist. Horace was a verbalist. Jesus Christ was a verbalist. Heaven and earth shall pass away, but words shall not pass away.

There are cut-worms in the garden of English, which would destroy the roots of the flowers. Look back at the above definitions given by non-classical student teachers, and you will see how without the roots the flowers wilt and wither².

HOUSE OF REPRESENTATIVES,
Washington, D. C.

FRED IRLAND.

²See also a paper entitled *High Schools and Classics*, by Mr. Ireland, in *The Atlantic Monthly*, July, 1919. This paper has been republished by the American Classical League. Mr. Ireland is an Official Reporter in the House of Representatives, at Washington, D. C.

THE "EXIT OF GREEK"

Quite recently, Dr. Knowlton, of Newark, New Jersey, at a conference of Philadelphia High School teachers warmly advocated training for citizenship as the chief aim of instruction in history. In order to make room in an already overcrowded curriculum for the inculcation of civic virtues, he suggested the removing of Greek and Roman history, thus voicing the wide-spread sentiment against all forms of classical erudition. It is needless to say that Dr. Knowlton's remarks provoked vigorous discussion, for there are still many teachers in this community who firmly believe that to ignore the past is to commit a fatal blunder and a pedagogical crime, as the result of which a whole generation of students will be the innocent sufferers, while society at large will experience the intellectual poverty that is bound to follow such an iconoclastic policy.

The Public Schools in a democratic state must accept the responsibility of training the youth for the duties of citizenship, and it is generally admitted that history furnishes the most appropriate subject-matter for this purpose. Through the clear perspective of the past, we learn that other men in distant lands and ages have had their sufferings, their sorrows, and their triumphs; indeed, it profiteth us much to possess a knowledge of the perennial aims, struggles, and distractions of mankind. It is to be regretted that, at the very moment when the call comes to us to arouse in the minds of the pupils a keener interest in civic and community affairs, the proposition is made to treat Greek and Roman history as dead material, fit only for the relic-seeker or the antiquarian. We can best train the American youth for citizenship, especially for their duties in a large municipality like Philadelphia, by unfolding to them the workings of a democratic state which enlisted a very large proportion of the people in active public work. Such was Athens in the fifth century B. C., the law-givers of that age endeavoring to secure the steady cooperation of the entire mass of citizens in the actual business of government. The lesson is obvious, under present-day conditions, for democracy is a meaningless term unless every individual is seriously concerned in the political life of the community and the nation.

We take it for granted that all teachers are vitally interested in the promotion of community affairs, but some have failed to discover the ideal to be found in the history of Athens. Although the violet-crowned city had no national aspirations, its achievements in art, its literature, its great men and its great deeds, claims Mr. Alfred E. Zimmern, will always furnish a model and a guide for the many democratic states, whose perpetuity and happiness depend upon a wholesome public opinion and a just balance of rights and duties. Educators are making a serious mistake in their contemptuous rejection of the greatest political legacy which the Greeks have left to the modern world—a city-patriotism, manifested not only in the payment

of liberal taxes, but also in individual contributions of time and thought.

To those teachers who can find no profit in reading Greek history, I recommend a careful study of Mr. Freeman's *Schools of Hellas* and Mr. Zimmern's *Greek Commonwealth*. The latter author tells us that the Greeks came in from the villages and set up house together, because they could live well only in the city. What they accomplished by this experiment should be emphasized in the Schools of the twentieth century, for the same principle is involved in our municipal problems—the welfare of the community, which should call into service, as it did at Athens, all the talents and the energy of the people. In describing this community spirit of the ancient Greeks, Mr. Zimmern writes:

All this has an important influence on Greek political life. Fellowship means equality, not the fictitious equality which has served as a watchword for Western Republics, but the inbred feeling which has always found a home, in common needs and common intercourse, at the springs and well-heads, the cross-roads and market-places, the temples, shrines, and mosques of the Near East.

A British officer writes that, after the lapse of many centuries, this characteristic has been revived among the people of the Aegæan lands:

An example of that delightful spirit of true equality which is inherent in Orientals was shown in the company present at my reception—the Agha himself, the captain in command of the troops, a blind beggar, a Christian shopkeeper, a telegraph clerk, a couple of servants, myself, and, lastly, a butcher who came to settle the price of a sheep with my servant, which he discussed over a cup of coffee.

Great national interests have too often diverted our attention from public affairs of the immediate community, and civic patriotism has been smothered by the oppressive weight of the new imperialism. While our minds are occupied with the consideration of world-issues, we should not forget the ambition of Pericles, to make Athens the 'School of Hellas'. We learn from history that, when the ancient city-state became the head of an imperial system, gross brutality and selfishness succeeded the old-time democratic tendencies. Her treacherous murder of the citizens of Melos, who held neutrality more precious than life, has no parallel until the German hordes swept into Belgium in 1914.

Ancient history teaches us valuable lessons not only in community interests but also in matters pertaining to the nation at large. Under the rule of a foreign despot, Alexander the Great, all the life was taken out of society at Athens. Mr. Zimmern tells us that the Ionians ceased talking politics and conversation degenerated into frivolities and superstition. Such was the condition observed by St. Paul, when he found that the whole crowd of Athenians and resident strangers formed an audience who were interested only in saying or hearing something new and smart. Imperialism robbed the free city of its richest treasure,

democracy, the triumph and fate of which are recorded as subjects not to be deliberately ignored, but to be handed to the rising generation as a guide to civic virtue in this practical age when there is an increasing demand for a little Latin and less Greek.

DEPARTMENT OF HISTORY,
Central High School, Philadelphia.

LEWIS R. HARLEY.

NENIA¹

Quasi somno conniventem,
albo ferculo iacentem,
maesti domo gerimus;
pulverem volvente vento
gradu, cara, perquam lento
te per vicus ferimus,

carum caput condituri,
in amoeno mandaturi
luco matri omnium,
parvulam quae haud gravabit,
iniucundum propulsabit
dormienti somnium.

Durum quod vitae quantillum
datum, iam tuis tantillum
ius abreptum osculi.
Nunc gemmascunt vere primo
stirpes; tu non vives? imo
certius quam flosculi.

Multo pulchrior resurges,
tinea te filis urges,
fias ut papilio;
neque nobis qui lugemus,
te valere dum iubemus,
erit mox oblivio.

Aequales inter dolentes,
parvulas primum maerentes,
humi te domunculam
forsan ratas habitare,
scito te desiderare
Cynthiam virgunculam.

FRANK GARDNER MOORE.

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Μοῖρῶν τέκνοις κλαίειν τύμβοις γερόντων
σοῦ δὲ πόθος, νεαρή, δάκνει ἐμὴν κραδίην.
παῦρ' ἔτη ἔζησας· τότε δὴ Μοῦσαι φιλότῳ
θρέμμα σ' ἐποίησαν δώμασιν ἀνάνοις¹.

EDWARD DELAVAN PERRY.

COLUMBIA UNIVERSITY.

Debebant cineres nati plorare parentum;
at desiderium, parvula, mordet, atrox,
temet ab his annis quia subripuere Camenae,
perpetuas divom delicias domibus.

FRANK GARDNER MOORE.

¹Joanna atque Cynthia aequales, quae in horto quodam academico a quarto ad nonum aetatis annum una ludebant Arcades ambae, nunc acerbissima illius morte diremptae, sola solam mutuo desiderio altera cottidie alteram cogitant.

²These Greek verses, by Professor Perry and the Latin translation of them, by Professor Moore, were inspired by the same *acerbissima mors*. C. K.

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